

Miami-Dade County Public Schools

# Kendale Elementary School



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Kendale Elementary School

10693 SW 93RD ST, Miami, FL 33176

<http://kendale.dadeschools.net/>

## Demographics

**Principal: Aryam Alvarez Garcia A**

Start Date for this Principal: 10/20/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	74%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (69%) 2016-17: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Dade County School Board.

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Kendale Elementary School

10693 SW 93RD ST, Miami, FL 33176

<http://kendale.dadeschools.net/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">64%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">94%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

We are devoted to producing successful, well-rounded citizens who will excel in a diverse, global society, equipped to meet the challenges of tomorrow. We will prepare our students to succeed in middle school and beyond, by providing them with a rigorous academic foundation, while instilling the core values of respect, responsibility, kindness, cooperation and support.

#### Provide the school's vision statement.

We provide a world-class education for every student, to instill in our students a respect for oneself, respect for others and respect for the power of knowledge and learning, while providing them the tools necessary for success in our ever-changing world.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Alvarez, Aryam	Principal	Curriculum and Instructional Leader, safety facilitator, manager, parent advocate, financial analyst, public relations and community liaison.
Alfaro, Barbara	Assistant Principal	Testing chairperson, oversees custodial, cafeteria and clerical staff, retention liaison, ESOL chairperson, and Exceptional Student Education.
Riedy, Kelly	Teacher, PreK	Instructional facilitator, early childhood, VPK assessor
Abraham, Lissette	Teacher, K-12	Curriculum and instructional facilitator
Mijares, Greeidy	Teacher, ESE	Instructional and Curriculum facilitator
Webster, Elizabeth	Teacher, K-12	Instructional and Curriculum facilitator

### Demographic Information

#### Principal start date

Friday 10/20/2017, Aryam Alvarez Garcia A

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

**Total number of teacher positions allocated to the school**

31

**Total number of students enrolled at the school**

327

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	43	51	56	65	70	0	0	0	0	0	0	0	327
Attendance below 90 percent	2	1	1	1	0	1	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	0	1	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	10	18	11	13	10	0	0	0	0	0	0	0	63

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	3	0	1	0	0	0	0	0	0	0	0	7

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	3	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 7/27/2021

**2020-21 - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	57	60	71	77	76	0	0	0	0	0	0	0	392
Attendance below 90 percent	3	0	2	0	2	2	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	4	1	1	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	3	1	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2



**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	1	4	1	0	1	0	0	0	0	0	0	0	9

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	1	4	2	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	62%	57%	76%	62%	56%
ELA Learning Gains				67%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	50%	59%	48%
Math Achievement				85%	69%	63%	83%	69%	62%
Math Learning Gains				74%	66%	62%	70%	64%	59%
Math Lowest 25th Percentile				55%	55%	51%	74%	55%	47%
Science Achievement				52%	55%	53%	67%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	60%	16%	58%	18%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-76%				
05	2021					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	67%	19%	62%	24%
Cohort Comparison						
04	2021					
	2019	86%	69%	17%	64%	22%
Cohort Comparison		-86%				
05	2021					
	2019	73%	65%	8%	60%	13%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	53%	-3%	53%	-3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-5 used i-Ready data from AP1 for Fall, AP2 for Winter and AP3 for Spring to progress monitor ELA and Mathematics. Grade 5 used the Mid-year Science Assessment and Science Topic Assessments as the progress monitoring tools.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.7	48.9	68.1
	Economically Disadvantaged	34.6	38.5	57.7
	Students With Disabilities	37.5	50.0	62.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.7	51.1	68.1
	Economically Disadvantaged	19.2	46.2	57.7
	Students With Disabilities	25.0	50.0	50.0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.6	69.0	74.1
	Economically Disadvantaged	40.0	68.6	74.3
	Students With Disabilities	30.8	30.8	38.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.0	56.9	69.0
	Economically Disadvantaged	28.6	51.4	68.6
	Students With Disabilities	7.7	15.4	30.8
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.8	81.2	81.2
	Economically Disadvantaged	59.1	72.7	77.3
	Students With Disabilities	33.3	55.6	33.3
	English Language Learners	0	16.7	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.4	47.8	63.8
	Economically Disadvantaged	25.0	36.4	56.8
	Students With Disabilities	11.1	22.2	22.2
	English Language Learners	16.7	16.7	33.3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.7	67.6	74.6
	Economically Disadvantaged	48.0	56.0	66.0
	Students With Disabilities	40.0	40.0	40.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.1	67.6	80.0
	Economically Disadvantaged	34.0	58.0	71.4
	Students With Disabilities	30.0	40.0	55.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57.7	60.6	74.6
	Economically Disadvantaged	48.9	51.1	64.4
	Students With Disabilities	26.7	26.7	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49.3	59.2	74.6
	Economically Disadvantaged	37.8	44.4	66.7
	Students With Disabilities	40.0	40.0	46.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	39.0	0
	Economically Disadvantaged	0	34.0	0
	Students With Disabilities	0	23.0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	52	36		42	21		29				
ELL	63	43		59	38		48				
HSP	74	57	23	64	50	15	55				
WHT	92	73		84	67		81				
FRL	67	49	9	54	44	15	54				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	45	32	43	79	82	73					
ELL	66	71	67	76	60	46	19				
HSP	73	67	63	84	76	58	48				
WHT	85	75		93	67		70				
FRL	72	67	62	82	71	48	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	51	39	29	79	68	75	45				
ELL	51	55	64	78	73	69					
HSP	76	68	54	84	70	75	65				
WHT	84	44		84	69						
FRL	70	61	55	83	72	75	54				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

FSA ELA and FSA Math data overall in grades 3 through 5 was above the district's and the state's percentage.

50% of students show proficiency in the 5th grade Statewide Science Assessment. This was a 3% point decrease compared to the district and state data.

ELA white subgroup scored higher than other subgroups as it relates to achievement, learning gains, and L25 percentile.

SWD subgroup, scored consistently below the other subgroups in ELA under achievement, learning gains and L25.

SWD Math subgroup scored higher in learning gains and L25.

ELL Math subgroup consistently lower as a subgroup in achievement, learning gains, and L25.

2021 data findings:

Math data overall in grades 3 through 5 decreased in 3rd grade by 22% points, in 4th grade by 16% points and in 5th grade by 12% points.

FSA ELA data shows an increase in percentage points in 3rd and 4th grades. In 5th grade, it remained the same.

Statewide Science Assessment data indicates an increase of 6% points in comparison to the 2019 Statewide Science Assessment.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

The greatest need for improvement is in 5th grade Science. There was a 15% point decrease from 2018. The data indicates that overall in Math, the subgroups scored significantly lower than in 2018.

2021 data findings:

The greatest need for improvement is in the area of Math for grades 3rd through 5th. There was a 22% point decrease in 3rd grade, a 16% point decrease in 4th grade and a 12% point decrease in 5th grade.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

2019 data findings:

After reflecting, the SWD subgroup participated of a non inclusive general education classroom (resource). Only 32% of the SWD subgroup was scheduled into an inclusive class with more than 80% of the time. This resulted in SWD subgroup being the lowest performing subgroup in the 2019 ELA assessment.

The ELL subgroup was the lowest performing subgroup in the Math 2019 data due to the fact that ELL students did not receive CCHL instruction.

The 2019 5th grade Science data was significantly lower due to the fact that students did not participate in sufficient hands-on lessons.

The actions that will be taken to address the need for improvement include consistent interventions, fluid group during differentiated instruction and planning with the end in mind.

2021 data findings:

Factors hindering our students from being proficient include the lack of parental involvement as evidenced by the Needs Assessment Survey, technical difficulties students encountered to access Zoom or other digital platforms, lack of knowledge of using digital platforms and quarantines. We will begin to hold monthly vertical planning meetings, collaborative planning meetings, bi-monthly parent meetings (Tiger Talk) with classroom teachers, support teachers by providing in-class support and incorporate a greater focus on the standards and standards-based resources provided by the District.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

2019 data findings:

The SWD subgroup scored 43% proficient in the 2019 ELA FSA.

ELL subgroup also showed significant gains in the 2019 ELA FSA as 66% of student scored proficiency (15 point increase), 71% (16 point increase) of students showed learning gains and 67% (3 point increase).

The Hispanic Subgroup scored at 75% proficient (9 point increase) in the 2019 ELA FSA.

The white subgroup in the 2019 FSA ELA indicated that 75% of students showed learning gains (31 point increase).

The 2019 Math FSA data indicates that the SWD subgroup had 82% of students that showed learning gains (14 point increase).

2021 data findings:

FSA ELA 4th grade data indicates a 16% point increase as compared to the 2019 ELA FSA Assessment.

FCAT Science data indicates a 6% point increase as compared to the 2019 FCAT Science Assessment.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

2019 data findings:

Kendale Elementary created a tailored intervention plan that included small group instruction. The intervention plan also included a push-in and pull out model. In addition, students were provided with additional intervention time that allowed them an opportunity to visit the computer lab and use programs such as i-Ready and Reflex Math. Additional monitored time in the computer lab allowed for consistency. Lastly, teachers participated in ongoing in-house professional development that allowed for sharing of best practices and modeling of lessons.

2021 data findings:



ELA teachers conducted Differentiated Instruction with fidelity during their Reading block. Students had access to Discovery Boards when they were quarantined or MSO. Teachers used i-Ready Diagnostic results to identify students within the bubble group and make adjustments to intervention groups.

Teachers attended Science Data Meetings with the administration to review standards and students' needs. Additionally, teachers debriefed Science Topic Assessments with their students.

**What strategies will need to be implemented in order to accelerate learning?**

Standards-based collaborative planning and student-centered learning.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The PLST will develop whole group sessions and job embedded sessions on the SAMR model (September/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21, making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback (Ongoing).

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Standards-based collaborative planning will take place weekly and grade level chairperson will share and disseminate information given by the Leadership Team. During collaborative planning strategies will be discussed and put in place to further develop student centered learning.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** Standards-based collaborative planning was identified as a critical need based on 2021 data, which indicates that 3rd through 5th grade Math had a significant decrease. Increased collaborative planning will allow teachers to learn from one another leading to improvements in standards-aligned quality lessons, instruction effectiveness, and student achievement.

**Measurable Outcome:** By June 2022, a minimum of a 5 percentage point increase will be shown in the area of Math in grades 3rd through 5th, as evidenced by the 2022 FSA Math Spring Assessment.

**Monitoring:** The area of focus will be monitored by classroom walkthroughs, teacher observations, data chats, small group instructions, weekly interventions, grade level collaborations and quarterly student reviews.

**Person responsible for monitoring outcome:** Barbara Alfaro (alfarob@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy being implemented for the area of focus is standards-based collaborative planning.

**Rationale for Evidence-based Strategy:** Teachers will participate in two monthly standard based collaborative planning to accelerate all students to their full academic potential which will create the greatest impact while eliminating the achievement gap.

**Action Steps to Implement**

08/31-10/11-The teachers at Kendale Elementary will hold weekly collaborative grade level team meetings, to plan unit lessons, share resources and analyze classroom-based assessments based on standards. This will allow for better targeted "Essential Questions". The Grade Level Chair will record and share minutes with the Principal. Sign-in sheets will be used to ensure all teachers are in attendance. As a result, students will master targetted benchmarks aligned with the standards.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-Vertical planning will take place at Kendale Elementary to ensure that students' learning gaps are identified throughout the grade levels for academic mastery. The Grade Level Chairs will record minutes to share with the Principal. Sign-in sheets will be used to ensure all teachers are in attendance. As a result, teachers will be able to ensure that grade level expectations are taught prior to grade level promotion.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

08/31-10/11-The teachers at Kendale Elementary will meet with their respective committees to plan for STEAM and Cambridge activities that will take place during the year. As a result, students will be exposed to identified global perspectives and hands-on STEAM lessons across the curriculum.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

08/31-10/11-The Teachers at Kendale Elementary will hold monthly grade level meetings in order to review District's Pacing Guide to include Instructional Focus, Instructional Resources, Small Group Instruction, Intervention, Assessments and accommodations for the Special Education students. The Grade Level Chairs will record minutes to share with the Principal. Sign-in sheets will be used to ensure all

teachers are in attendance. As a result, teachers will be able to identify student needs and appropriate accommodations through the sharing of resources.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

11/01-12/21- Students in grades 3rd through 5th will be monitored in the application of mathematical computation through i-Ready in an effort to show gains. The teachers will assign growth monitoring for all students in grade 3 that placed in Tier 2 or Tier 3 in AP1 and to those student who scored Levels 1 and 2 in the FSA for grades 4-5. Reflex math will also be used weekly attaining three green lights in order to increase the number of math fluency facts mastered.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

11/01-12/21- Students in grades 3rd through 5th will be monitored in the application of mathematical computation through i-Ready to provide additional practice and additional instructional activities to remediate deficiencies based on student needs. The teachers will monitor Math IXL lessons passed with 80% or higher by analyzing the Personalized Instruction Report on a weekly basis in an effort to improve individual performance in their knowledge of the math standards.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

1/31-4/29- Teachers will participate in monthly, grade level specific Curriculum Administrative Meetings to discuss grade level guidelines, expectations, progress monitoring, testing and upcoming activities.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

1/31-4/29- Teachers will review student data, identify weaknesses, and collaboratively plan to create an Instructional Focus Calendar that will be used to reteach specific skills. These skills will be re-taught for the purpose of remediation and/or enrichment.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

**#2. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** Based on the 2021 data, 5th Grade FSA ELA remained at 72% proficiency, indicating no change since the previous 2019 assessment. Since scores remained neutral, the implementation of small group instruction based on student needs will allow for specific academic needs to be met.

**Measurable Outcome:** By June 2022, 5th grade FSA ELA students will show an increase of 5% points as evidence by the 2022 Spring FSA assessments.

**Monitoring:** The area of focus will be monitored by classroom walkthroughs, teacher observations, data chats, small group instructions, weekly interventions, grade level collaborations and quarterly student reviews.

**Person responsible for monitoring outcome:** Aryam Alvarez (pr2641@dadeschools.net)

**Evidence-based Strategy:** The evidence based strategy being implemented for the area of focus is student centered learning.

**Rationale for Evidence-based Strategy:** Student-centered learning will address a variety of learning experiences, instructional approaches, and academic support strategies that will focus on students' learning needs. Small group instruction will take place daily across all grade levels which will create the greatest impact in order to eliminate achievement gap. As a result, individual student needs will be met through direct instruction.

**Action Steps to Implement**

08/31-10/11-The teachers at Kendale will meet with their students multiple times each week in predetermined small groups for differentiated instruction. The teachers will maintain attendance sheets. As a result, teachers will have fluid students groups and appropriate resources.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-The teachers at Kendale will monitor student data through the use of informal and formal data. Individual student folders will be used during differentiated instruction with specific individualized targeted lessons. Teachers will track data using charts in order to compare and analyze data, as well alter groups when needed. As a result, data driven instruction will allow groups to form based on student needs.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-The teachers at Kendale will create student data tacking folders for student use. These folders will be given to students so that they can set personal goals, reflect on their work, conduct monthly reviews, and share their progress with their parents. As a result, parents will take a vital role in meeting their child's educational goals.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-The teachers at Kendale will meet with their grade level team to determine best practices for small group implementation, share outcomes, and compare/improve lessons. As a result, grade level teachers will learn best practices from one another to implement in the classroom setting.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

11/01-12/21- Students in grade 5 will be monitored through i-Ready in an effort to show gains. The teachers will assign growth monitoring for all students in Tier 2 and Tier 3. Teachers will compare AP1 data to Growth Monitoring data and address the instructional academic needs of the students.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

11/01-12/21-Students in grade 5 will be monitored through i-Ready to provide additional practice and additional instructional activities to remediate deficiencies based on student needs. The teachers will monitor lessons passed with 80% or higher by analyzing the Personalized Instruction Report on a weekly basis in an effort to improve individual performance in their knowledge of the reading standards. Small group intervention will be implemented to target specific i-Ready lessons that have not been mastered.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

1/31-4/29-The Principal identified 5th grade students who achieved FSA ELA level of 2.0 to 3.0. These students, known as the Golden Tigers, meet with the Principal on a monthly basis to discuss data, test taking skills and expectations.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

1/31- 4/29-Students in 5th grade will be recognized quarterly for their mastery of 80% or better on i-Ready reading and math lessons, as well as their completion of weekly Reflex math green light lessons. These students will participate in an in-school incentive activity which will promote a positive attitude towards reading and math.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

**#3. Culture & Environment specifically relating to Parent Involvement**

**Area of Focus Description and Rationale:** Based on the 2020-2021 Needs Assessment Survey, our critical need is to improve family engagement. Through our data review, we noticed there was a 4.2% increase in staff members feeling the lack of concern and support from parents. We recognized the need to re-strategize and incorporate an increased number of parent meetings that will involve parents in the academic process and curriculum needs of the students.

**Measurable Outcome:** If we successfully implement the targeted element of parent involvement, our staff will feel an increase in parental support with consistent parent meetings and other opportunities for involvement. Our support from parents will increase by 10 percentage points by June 2022.

**Monitoring:** Monitoring will take place through attendance Zoom reports when parent meetings are conducted.

**Person responsible for monitoring outcome:** Aryam Alvarez (pr2641@dadeschools.net)

**Evidence-based Strategy:** Our school will focus on the evidence-based strategy of Family Engagement.

**Rationale for Evidence-based Strategy:** Family Engagement will assist in closing the achievement gap and provide a range of ways for parents to be informed and involved. It will create genuine and collaborative relationships with families. As a result, parents become stakeholders in their child's education.

**Action Steps to Implement**

08/31-10/11-Bi-monthly evening meetings, "Tiger Talks" will be held by each grade level to share information and engage parents. This will allow parents to ask questions to clarify and receive updated information. Meetings are scheduled bi-monthly throughout the year and parent attendance will be monitored. As a result, parents will be well informed and assist in their child's educational goals.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-Teachers will engage parents by using communication platforms such as Remind and Class Dojo. Pertinent information will be shared through the platform in order for the parents to be informed about daily updates, upcoming events, school information, etc. Record of communication will be kept through platform generated reports. As a result, parents will be advised of ongoing communication throughout the year.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

08/31-10/11-Mental Health/ Parent Academy virtual meetings will be scheduled quarterly. The Counselor will inform parents of the topics that will be discussed at each meeting. Attendance records through Zoom will be kept to keep track of parent engagement. As a result, parents will learn of available resources in the community to access.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-Kendale Elementary will schedule virtual and in-person Parent Informational Meetings to include testing dates, protocols and parents data meetings. As a result, parents will be provided different opportunities to avail themselves of resources and strategies to help their child.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

11/01-12/21- Principal's Honor Roll Assemblies will take place every nine weeks to recognize those students with academic excellence. Parents and guardians of students that earned Principal's Honor Roll will be invited to attend the school.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

11/01-12/21- A school-wide Musical Concert/ STEAM Expo will be scheduled for parents and guardians to attend. Parents and guardians will be invited to the school to view STEAM projects and student performances.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

1/31- 4/29-The Mental Health Coordinator will provide a workshop for parents via Zoom with a focus on behavior strategies for elementary age students.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

1/31- 4/29- FSA informational Zoom meetings will be held for parents in order to discuss and explain the testing process, test taking strategies, 3rd grade Reading Portfolio, 4th & 5th grade writing assessment and 5th grade science assessment. Parents will be provided the opportunity to ask questions for clarification during the meeting.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

**#4. Leadership specifically relating to Managing Accountability Systems****Area of****Focus****Description and Rationale:**

Kendale Elementary will use the Targeted Element of Managing Accountability Systems. Students will continue to be identified in a timely manner for instructional placement.

**Measurable Outcome:**

By June 2022, teachers will be able to identify students that need enrichment or remediation to address their instructional academic needs by implementing the Targeted Element of Managing Accountability Systems.

**Monitoring:**

Teachers will utilize the Grade Review Form, a school developed form, after each grading period to track individual overall student data. This form will allow for the early detection of students being identified for remediation or enrichment. The Administration will meet with the Homeroom Teacher to disaggregate student data and determine strategies to implement with identified students.

**Person responsible for monitoring outcome:**

Aryam Alvarez (pr2641@dadeschools.net)

**Evidence-based Strategy:**

Our school will focus on the evidence based strategy of Managing Accountability Systems.

**Rationale for Evidence-based Strategy:**

Grade review forms will assist early identification of students in need of support or enrichment. Teachers and administration will be working collaboratively to collect and analyze data to effectively meet the needs of individual students. As a result, student early identification of academic or social needs can be addressed.

**Action Steps to Implement**

08/31-10/11-A Grade Review Data Meeting will be conducted quarterly with Administration to discuss individual students' grades and to ensure that grades are aligned to instruction and assessment. Teachers will complete a Grade Review Form to assist in this process. As a result, student grades will reflect mastery of grade level expectations.

**Person**

**Responsible** Aryam Alvarez (pr2641@dadeschools.net)

08/31-10/11-Kendale Elementary teachers will participate in Quarterly Data Chats with the administration to review and disaggregate data. As a result, administration and teachers will be able to adjust current strategies to meet students' needs.

**Person**

**Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-Grade Levels will create a rubric to ensure consistency within each grade level when grading assignments, tests, classwork, homework, projects, etc. This will allow equality of grades if a student should move from one class to another. As a result, grade level standards will remain constant in each classroom.

**Person**

**Responsible** Barbara Alfaro (alfarob@dadeschools.net)

08/31-10/11-Students will maintain a Data Binder and graph their data. Teachers will conduct ongoing Student Data Chats with individual students to review their data and set goals. As a result, students will take ownership of their data and adjust their learning plan as needed.



**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

11/01-12/21-Students in grades K-5 will participate in inquiry-based learning projects that focus on the areas of Science, Technology, Engineering, Arts, and Math (STEAM). Teachers will collaborate to create a long range plan that provides hands on, project based, instruction that will enrich and address the instructional academic needs of the student. A checklist will be used to ensure that all components of the STEAM activity have been met. STEAM activities will be placed on a quarterly calendar and reviewed at STEAM Meetings.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

11/01-12/21-Teachers will utilize the McGraw Hill Reading Horizons (Gr. K-2) and the McGraw Hill Elevate (Gr. 3-5) program to monitor small group instruction and to address the instructional academic needs of the student.

**Person Responsible** Barbara Alfaro (alfarob@dadeschools.net)

1/31-4/29- Small group intervention to include reteaching and review of standards, will be provided to identified students in grades 2nd through 5th (T2 and T3) for math and science. Identified gifted students will also be provided with reteaching and enrichment skills. The Interventionist will provide in-class and pull-out support.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

1/31-4/29-Teachers will provide a Grade Review Sheet to Administration with i-Ready Diagnostic AP1 and i-Ready AP2 results in order to analyze and discuss students' areas of strength and weaknesses. Students' growth will be identified and those students showing inadequate learning gains will be provided with additional interventions.

**Person Responsible** Aryam Alvarez (pr2641@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**State violence data shows .88 as compared to Kendale Elementary of .021. We will continue to decrease our discipline data through preventive strategies such as having the school resource office available to all students and staff throughout the day. In addition, our school counselor, mental health coordinator and social worker will provide classroom lessons on character traits to reinforce values matters. Discipline incidents will be monitored through the number of referrals sent to the administration and reviewed to adjust needed strategies to promote a positive school culture. Analysis of these referrals will guide us to initiate a school-wide incentive plan to promote positive school behavior.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in Safety and Order and Leadership Relationships. Our school creates a positive environment that promotes a safe and clean environment that is welcoming to all stakeholders. Faculty and staff feels that their ideas are listened to and that administrations solves problems in a equitable and timely manner.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and the Counselor (Kendale's School Leadership Team) The principal's role is to monitor and oversee our school's instructional focus, ongoing communication and provide support to all stakeholders and ensures that staff have an active voice in our school. The Assistant Principal oversees custodial, security, and cafeteria personnel to ensure all safety protocols are implemented and being met daily. Teacher Leaders and Counselor promote safety guidelines through out the day to maintain a safe learning environment.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
<b>Total:</b>			<b>\$0.00</b>